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ABSTRACT

This guide is designed to assist teachers using the "Cambridge Latin Course," a multimedia instructional system developed in the United Kingdom which can be adapted to the needs of pupils of varying backgrounds, ages, and abilities. The Guide focuses on Unit I, the first level of the Cambridge materials. The materials are especially suited to beginning learners of Latin in grades 7 and 8, but they may also be used with beginners in grades 9-12. The general approach to each stage in Unit I is as follows; (1) aural-oral presentation, using model sentences with visual cues and tape recording: (2) reading and writing, which involve reading aloud and little use of translation; (3) presentation of English derivatives and cognates, involving word games; (4) additional reading and writing, again with the use of visual cues and audio tape; (5) presentation of material on culture with the use of a variety of audiovisual aids, quizzes and written games; and (6) evaluation of pupil progress at the end of each stage. The major portion of the guide consists of curriculum and teaching suggestions for each stage in Unit I, specifically Latin questions, activities, derivatives and cognates, and word games. Two appendices conclude the guide: a bibliography for teacher reference and a summary of recent research on the value of Latin in upgrading the basic skills of ppils. A form for evaluating the guide is also included. (SCC)

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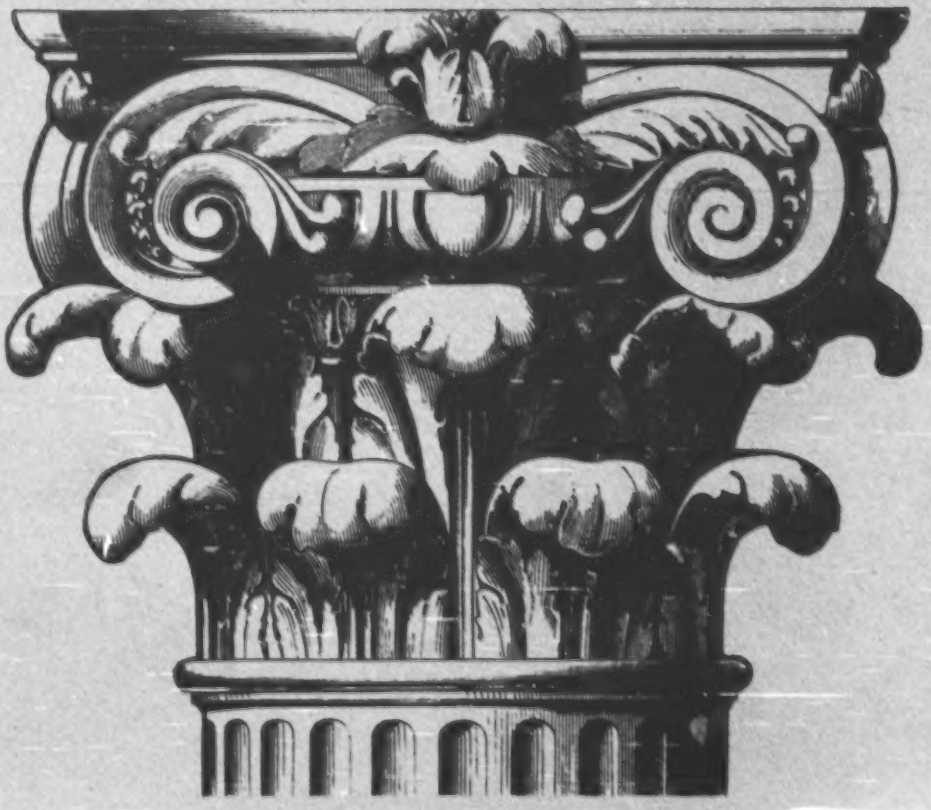
Teacher's Guide to Accompany

THE CAMBRIDGE LATIN COURSE



INSTRUCTIONAL SERVICES

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Teacher's Guide to Accompany

THE CAMBRIDGE LATIN COURSE

TENTATIVE EDITION – AUTHOR'S MANUSCRIPT

INSTRUCTIONAL SERVICES

THE SCHOOL DISTRICT OF PHILADELPHIA

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FOREWORD

One of the most exciting and interesting recent developments in the teaching of classical languages is the appearance of the new CAMBRIDGE LATIN COURSE. Developed in the United Kingdom with the help of the Nuffield Foundation, this multimedia instructional system offers rich new linguistic and cultural content in an attractive format and seems adaptable to the needs of pupils of varying backgrounds, ages, and abilities.

The purpose of this Teachers' Guide is to assist teachers in The School District of Philadelphia in the effective and creative classroom utilization of the CAMBRIDGE LATIN COURSE. The Guide has been developed as an amplification and modification of the Teacher's Handbooks provided by Cambridge with emphasis on adapting the CAMBRIDGE LATIN COURSE to the particular needs of children in The School District of Philadelphia. This Guide focuses on the first level (i.e., on "Unit I") of the Cambridge materials inasmuch as teachers are most likely to appreciate having help with this part of the course.

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GENERAL OBJECTIVES FOR THE CAMBRIDGE LATIN COURSE FOR THE SCHOOL DISTRICT OF PHILADELPHIA

The general objectives for this course are identical to those employed for other Latin instructional systems in use in the Philadelphia public school system. These objectives are:

1. To extend the verbal functioning of pupils in English especially through vocabulary building based on Latin roots and affixes and through contrastive analysis of the structure of Latin and English.

2. To teach pupils to understand and speak Latin within an appropriate cultural context and then to read and write it.

3. To extend the cultural horizons of pupils especially through comparison and contrast of the classical past with the present and delineating the influence of the classical heritage on our own world.

4. To inculcate interest among the pupils in the study of the humanities in general and classical and modern languages in particular.

A teacher familiar with the CAMBRIDGE LATIN COURSE will recognize that most of the objectives may be realized by employing the course in its current form. Special provision must be made, however, regarding the objective of English vocabulary building since no material for this is provided in the current components of the CAMBRIDGE LATIN COURSE. It is hoped this Guide will provide some materials to help teachers accomplish this very important objective.

THE USE OF THE CAMBRIDGE MATERIALS AT VARIOUS GRADE LEVELS

In general the Cambridge materials are probably best suited to be begun with pupils in grades 7 and 8. The character of the reading selections, the pictorial format of the booklets, the reading level of the English cultural essays, and the tone of the explanations of structure all seem to appeal to average 7th and 8th grade pupils in the Philadelphia public schools. In our experience the course works well with 7th or 8th grade pupils who have had elementary school (FLES) Latin and those who have not. Pupils who have had the elementary school Latin program will be able to move a bit more rapidly through the language work in the Cambridge course and also to study the cultural content in greater depth than would otherwise be possible. Pupils who have had elementary school Latin will bring to the Cambridge course knowledge of Latin pronunciation, knowledge of the structural, lexical, and cultural material covered in HOW THE ROMANS LIVED AND SPOKE and VOCES DE OLYMPO, and a background on English derivatives and cognates. The teacher employing the Cambridge course at the 7th or 8th grade level should capitalize fully on what the pupils already know from previous experience with Latin.

The Cambridge materials may also be begun with pupils in grades 9 to 12 who have had no previous background in Latin or only some exposure in elementary school. The Cambridge materials may serve here (as they may in grades 7 and 8) as an alternative to the other three instructional systems listed on the School District's official Textbook List for teaching Latin at the secondary level, viz.,

1. ARTES LATINAE (The Encyclopaedia Britannica Latin Instructional System)
2. LINGUA LATINA SECUNDUM RATIONEM NATURAE EXPLICATA (The Nature Method Latin course)
3. LIVING LATIN: A CONTEMPORARY APPROACH (The Ginn Co. materials)

Which of these instructional systems is used in a particular class in a particular school will depend on many factors. The interests and abilities of the pupils, the availability of materials, the background and inclination of the teacher, and articulation with feeder schools are all factors to be considered. The decision on which instructional system to use should always be made in consultation with the Division of Foreign Languages to assure proper coordination and the best possible arrangement to meet the needs of pupils involved. In general it can be stated that the first level of the Cambridge course tends to be slower paced and "easier" in tone than that of the first levels of the other instructional systems. However, levels 2, 3, and 4 of the Cambridge course (called "Units II, III, and IV") become progressively more difficult until in Unit IV the student is reading unadulterated Pliny, Catullus, Tacitus, Ovid, and Martial.

At the high school level, Units II, III, and IV may also be used independently of Unit I, i.e., students who have completed the first level of some other instructional system (e.g., ARTES LATINAE, the Nature Method course, or the Ginn Co. materials) may be switched into Unit II of the Cambridge course. Such a switch should not, however, be made without a weighty reason since there are substantial differences in structural and lexical content among these four instructional systems. An example of a weighty reason might be to solve an otherwise insoluble articulation problem where a class consists of some pupils who had Latin 1 with ARTES LATINAE and some with the Nature Method.

Teachers using ARTES LATINAE or the Nature Method or the Ginn Co. materials may find individual booklets (i.e., "stages") of the Cambridge course valuable for supplementary purposes. From time to time, for example, the entire class may work through an individual stage that is related to what is being covered in the Nature Method, etc. Or individual students may be given stages to work through in independent study projects, for extra credit, or simply for the pleasure and satisfaction of doing some additional reading in the target language.

Unit IV of the Cambridge course provides a teacher of the 3rd or 4th level of high school Latin with a great deal of flexibility. With some classes this level of the Cambridge course may provide a full semester's work or more with subsections on Pliny, Ovid, Martial, Catullus, and Tacitus. Or one or two of the stages may be selected for use as a change of pace or minicourse within the year's work.

The Cambridge material may also be useful to the elementary school (FLES) Latin teacher. Occasionally a class which starts Latin in grade 4 and continues with it into grade 6 may complete all of HOW THE ROMANS LIVED AND SPOKE and VOCES DE OLYMPO. This is particularly apt to happen where the class has had Latin instruction daily. Our experience has been that such a class may be introduced to the Cambridge course with profit in grade 6. The Cambridge course is also a valuable teacher reference for the grade school Latin teacher especially since Unit I of the Cambridge course deals largely with everyday life in Pompeii and therefore in some respects overlaps material covered in HOW THE ROMANS LIVED AND SPOKE.

THE GENERAL APPROACH TO EACH STAGE IN UNIT I

I. AURAL-ORAL PRESENTATION

In keeping with the general philosophy of the K-12 Foreign Language Curriculum Committee and the Division of Foreign Languages, the language work in the Cambridge course should be presented audiolingually, i.e., understanding and speaking of utterances should precede reading and writing. An audiolingual approach to a classical language is justified amply from several points of view.

1. It stimulates greater pupil interest than the more traditional approach emphasizing reading only. Latin in an audiolingual approach comes alive for pupils. Pupils experience the unique thrill of communicating in another language.

2. An audiolingual approach opens classical language study to a much broader spectrum of pupils than is feasible with a traditional approach. In an audiolingual approach to Latin, pupils with reading problems in English can still experience success because the approach is not predicated on reading ability.

3. An audiolingual approach tends to lead to a more natural and facile reading ability in the classical language than does a traditional approach. In an audiolingual approach a Latin sentence tends to have its own communicative power rather than be an entity to be decoded laboriously.

4. The oral nature of classical literature itself is justification for an audiolingual approach. The ancient people wrote their literature with the intention that it should be read aloud and heard. In fact, silent reading was looked upon as an oddity. (In this connection v. "The Primacy of the Spoken Word" in W. B. Stanford, THE SOUND OF GREEK, Sather Classical Lectures, University of California Press, Berkeley, 1967, pages 1-26.)

The model sentences found in almost every stage lend themselves well to aural-oral presentation. The model sentences are those given under each little picture.

In an aural-oral presentation of the model sentences a visual stimulus is very important if the attention of the pupils is to be fully engaged. Visual cues based on the little pictures appearing over the model sentences are highly desirable. A set of suitable visual cues may be developed in a variety of ways. With some classes the pupils themselves may draw these based on the little pictures. Such a project may be undertaken with the help and cooperation of the art teacher. Generally visual cue cards must be at least 11" by 14" in order to be clearly visible for a full-size class. If pupils are producing the cue cards they may be encouraged to improve on the pictures in the text, e.g., through the use of color. A set of visual cues may also be formed by the teacher through selecting and adapting cue cards already available for such courses as HOW THE ROMANS LIVED AND SPOKE, VOCES DE OLYMPO, and LINGUA LATINA SECUNDUM RATIONEM NATURAE EXPLICATA. Cue cards may also be made with stick figures, though this technique is less desirable because it tends to rob the pictures of an authentic cultural setting and tends to make them culturally neutral. The stick figure cue card, however, is valuable as a stopgap measure while other types of cue cards are being prepared. Uncaptioned visual cues on transparencies are another possibility especially where an overhead projector is readily available.

Showing the appropriate cue card to the class, the teacher will say the appropriate utterance about it in Latin, i.e., will pattern the model sentence found in the booklet. The pupils will repeat. The teacher will endeavor to make the meaning of the Latin utterance clear through gestures, intonation, and the visual cue itself. English should only be used at this point as a last resort to make the meaning clear. Latin directions should also be used (e.g., Spectate omnes!, Audite diligenter!, Repetite omnes!). When the pupils are repeating chorally, the teacher must listen closely to the pronunciation. It is a good practice for the pupils to be asked to watch the lips of the teacher as he or she pronounces the utterance. Some choral repetitions may be loud (Magna voce!) or soft (Submissa voce!). Some may be slow (Lente!) or fast (Celeriter!). After 7 or 8 accurate choral repetitions individual pupils should be called upon to repeat. Those who do well should be appropriately praised (Optime!, Bene factum!). When a pupil does not repeat accurately the teacher may supply the response quickly and then have the whole class repeat it several times. Later return to the pupil who had trouble with the response. Whenever a pupil has trouble with a response great care must be taken to avoid embarrassing the pupil in any way.

At this point Latin questions may be introduced on each visual cue. Care should be taken to see that simple questions (i.e., those which elicit the model sentence) precede the more difficult questions (i.e., those which require transformation of the model sentence). Questions such as the following are particularly useful in the earlier stages of Unit I:

Quis est?
Quid est?
Ubi est?
Quid agit?
Qualis est?
Qui sunt?
Quae sunt?
Quid agunt?
Quales sunt?
Quae dicit?

The next facet of the aural-oral presentation involves the audio tape. In general the model sentences are recorded on the tape (except in the cases of Stages 3 and 4). Also selected readings are recorded. For a complete list of the recordings in Unit I vide page 37 of the Teacher's Handbook. The class may listen to the taped version of the model sentences. It may then repeat each model sentence in a pause that must be provided by the operator of the tape recorder. Although the teacher may operate the tape recorder personally at first, it is generally highly desirable to teach students to do this. Using the cutoff button found on most School District reel-to-reel tape recorders is a quieter and easier way of creating the necessary pauses than using the "Stop" button.

The tape recording accompanying the Cambridge course is authentic and very dramatic. In pilot classes where it has been used it has heightened student interest considerably and has helped pupils acquire a very high degree of accuracy and naturalness in Latin pronunciation. It is an important component of the instructional system, and its use should not be neglected.

Many pupils enjoy hearing themselves on tape, and with the use of a blank tape, the teacher may wish to have pupils make their own tape recordings.

II. READING AND WRITING

With the conclusion of the aural-oral work on the model sentences, the reading and writing phase for the same may be begun. The model sentences may be read from the text and appropriate Latin questions used to check comprehension. All Latin should be read aloud as expressively and dramatically as possible. Choral reading (i.e., reading where the entire class repeats phrase by phrase after the teacher or leader) should be interspersed with individual reading so as to give adequate practice to everyone.

In dealing with the sections labeled Words and Phrases, the teacher should caution the class that each Latin word does not have a one-for-one equivalency with an English word. The English equivalents given in this section are only intended to help interpret the Latin readings given above them. The Words and Phrases section should never be the basis of a vocabulary quiz because such a quiz sets up in the minds of pupils a one-to-one equivalency between Latin words and English words.

As a general rule translation should be used sparingly in the initial levels of language learning. Emphasis instead should be placed on direct comprehension of the target language itself as indicated by Latin-Latin manipulative exercises and by responses in Latin to Latin questions. Comprehension may also be indicated by English paraphrases (as opposed to translations) and by English answers to English questions, but most work on comprehension checks should be conducted in Latin itself.

III. PRESENTATION OF ENGLISH DERIVATIVES AND COGNATES

The Words and Phrases sections in the booklets are ideal places to introduce English derivatives and cognates. The approach to English derivatives and cognates should be audiolingual, i.e., the derivatives and cognates should be controlled as speech before they are read or written. Derivatives and cognates should be discussed in terms of their etymologies and meanings and used in actual English sentences. As much information as possible should be elicited from the pupils. The derivatives and cognates selected for discussion should be chosen with a view toward enlarging the English vocabulary of the pupils. Suggestions are given in this regard for the earlier stages of Unit I in this Teachers' Guide.

When there is aural-oral familiarity with the derivatives and cognates, the teacher may put each English derivative on the chalkboard and have pupils explain it in terms of its etymology and meaning. A sample sentence using the derivative may also be put on the board. A chart may be developed on the board thus:

English Word	Latin Root	Meaning of English Word	Sample Sentence

The column for sample sentences is optional. The chart - which will be added to from time to time - should be copied into a Latin notebook kept by each pupil. Filling out the chart in silence with the help of etymological dictionaries is a good class activity that may be used from time to time.

Word games are important aids in the teaching of English derivatives and cognates. Such games, while usually intended to give practice in reading and writing skills, may also be adapted to the aural-oral phase of derivative work. Sample games for some of Unit I are given in this Teachers' Guide. The teacher is encouraged to build her or his own repertoire of word games. Many times word games may be successfully developed by students themselves or developed by the teacher from the suggestions of students.

IV. ADDITIONAL READING AND WRITING

The section of each stage headed About the Language may now be considered. Introducing it at this point will provide valuable review. The teacher should avoid dwelling too long on this section or introducing grammatical terminology not given in the section.

Additional reading selections that follow About the Language may now be approached in a way similar to that used for the model sentences. Develop and use uncaptioned visual cues to introduce new lexical items in these sections orally. Ask Latin questions on the visual cues. Use the audio tape if the selection has been recorded. In the actual reading of these stories note that they frequently lend themselves well to role playing and dramatization. Pupils enjoy playing the parts of Cerberus, Grumio, et al. The Words and Phrases sections following the stories should likewise be approached like those following the model sentences, i.e., as sources for English derivative study.

The section headed Practising the Language lends itself well to quiet work done in class by the pupils individually. While this is being done the teacher's role becomes tutorial, i.e., he or she helps individual pupils, answers questions, etc., while moving around the classroom.

V. PRESENTATION OF MATERIAL ON CULTURE

The cultural essays found in each stage may be approached in a variety of ways. The wealth of filmstrips, slides, films, and other visuals on Pompeii makes it feasible for the teacher to employ at least one of these devices with almost every stage. The Suggested Activities given in the Teacher's Handbook with the discussion of each stage are very useful and generally of high interest to the pupils. Inasmuch as many Philadelphia pupils have serious reading problems in English the teachers may want to have portions of the essays read aloud in class. When pupils have trouble with individual words or phrases, the teacher may help with these and then have the whole class repeat. Sometimes portions of the essays may be read chorally with the teacher reading aloud first, phrase by phrase, and pupils repeating.

Quizzes and written games on the content of the essays should be used. During such quiet work the teacher's role again becomes tutorial.

In all treatment of the cultural material -both oral and written- comparison of the past with the present and indicating how the past influences the present and the future should be emphasized. Unit I of the Cambridge course focuses on life in the ancient

metropolis of Pompeii. It provides ample opportunities for comparison and contrast of urban life in antiquity with that in modern Philadelphia. Issues such as housing, entertainment, elections, schooling, crime in the streets, poverty, etc., are not new, and the experience of the Romans in dealing with these issues may provide pupils today with valuable insights.

VI. EVALUATION OF PUPIL PROGRESS

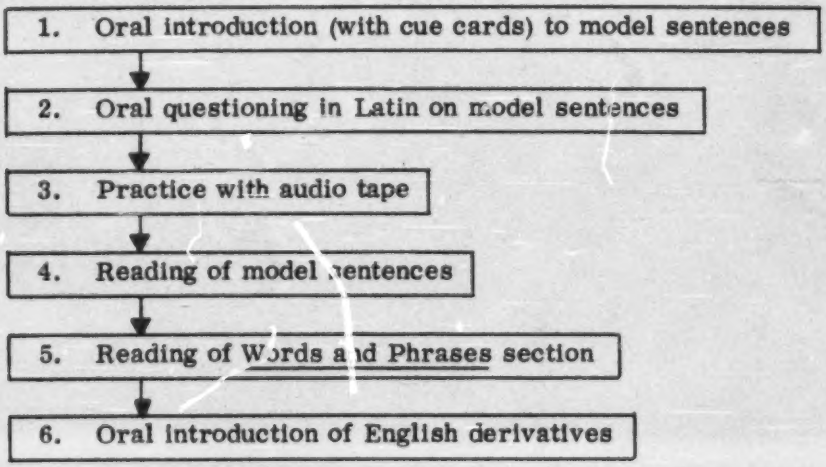
Pupil progress should normally be evaluated at the end of each stage. In keeping with the philosophy of the School District's K-12 Foreign Language Curriculum Committee testing should be success oriented. Pupils should not be asked to do in a test what they have not practiced thoroughly. Testing should reflect the total content of the stage, i.e., it should generally involve the following ingredients:

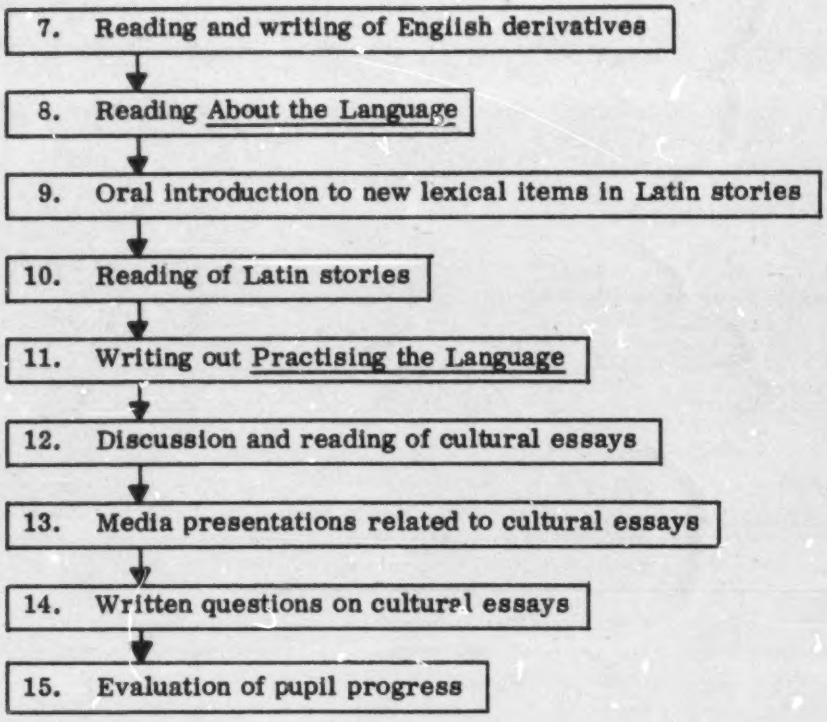
1. oral questions
2. Latin-Latin manipulative type reading and writing exercises
3. questions on derivatives and cognates
4. questions on culture

In evaluating pupil progress the teacher must also bear in mind the exploratory nature of foreign language experience especially at the 7th and 8th grade levels. Since stimulating interest in Classical Studies and the humanities is an important general objective of the Latin course, teachers must be careful to take expressions of interest and positive attitude into account in their evaluation of pupil progress. Inasmuch as language study is now being opened up to pupils of all backgrounds and abilities, old notions of pupil evaluation designed for college prep students only must be modified profoundly.

VII. SUMMARY OF THE GENERAL APPROACH TO EACH STAGE IN UNIT I

The following schema summarizes the steps to be followed in approaching each stage in Unit I:


1. Oral introduction (with cue cards) to model sentences
2. Oral questioning in Latin on model sentences
3. Practice with audio tape
4. Reading of model sentences
5. Reading of Words and Phrases section
6. Oral introduction of English derivatives


7. Reading and writing of English derivatives
8. Reading About the Language
9. Oral introduction to new lexical items in Latin stories
10. Reading of Latin stories
11. Writing out Practising the Language
12. Discussion and reading of cultural essays
13. Media presentations related to cultural essays
14. Written questions on cultural essays
15. Evaluation of pupil progress

DISCUSSION OF STAGE 1, UNIT I

I. LATIN QUESTIONS

The following questions may be useful in oral treatment and reading of the Latin passages found in Stage 1. The list of questions is designed to provide models rather than to indicate every possible question.

A. Questions on Model Sentences

1. Quis est Caecilius?
2. Quis est Metella?
3. Estne Grumio coquus?
4. Ubi est Cerberus?
5. Quid agit pater in tablino?
6. Bibitne filius in tablino?

B. Questions on Cerberus Story, Page 9, Stage 1

1. Ubi est Caecilius?
2. Quid agit Caecilius in horto?
3. Ubi est servus?
4. Laboratne servus in atrio?
5. Quis in atrio sedet?
6. Quis in culina laborat?
7. Estne canis in via?

II. SOME SUGGESTED ACTIVITIES

The general approach to this stage should be that suggested in the earlier section of this Guide. The following specific suggestions are designed to help in the implementation of that general approach. The teacher should also see the suggested activities listed in the Teacher's Handbook under the heading "Paralinguistic" for this and other stages.

A. Have pupils act out each model sentence. Invite the class to give "Academy Awards" to their favorite actors.

B. In dealing with the story Cerberus, appoint a cast to act out the story while it is read by the class. (The part of Cerberus will be particularly popular!)

C. Have pupils build or draw a model of the house of Caecilius and then label the parts in Latin.

D. Show and discuss the film POMPEII-ONCE THERE WAS A CITY from the School District's Audio-Visual Library. This film contrasts Pompeii with modern New York and is a good introduction to the study of Pompeii.

E. Show and discuss the study print on the House of the Faun from the Encyclopaedia Britannica's HISTORICAL RECONSTRUCTIONS OF POMPEII series.

III. SUGGESTED DERIVATIVES AND COGNATES

The following lists of derivatives and cognates based on the Words and Phrases sections are not exhaustive and may be modified according to the needs of the pupils. Emphasis is placed here on expanding the English vocabulary of pupils by introducing English words with which they are not likely to be familiar. Derivatives and cognates listed here are used in the sample word games that follow.

A. From Words and Phrases on Page 8, Stage 1

pater - paternalistic
patronymic

mater - matriarchy
matronly

filius - filial
affiliation

coquus - coquette
coquetry

canis - Canis Major
canine

horto - horticulture

culina - culinary

via - viaduct
via

scribit - inscription
scribe

sedet - sedative
sedentary

bibit - bibulous

dormit - dormitory
dormant

B. From Words and Phrases on Page 9, Stage 1

circumspectat - circumspect

cibus - ciborium

mensa - mesa
mensal

stat - stationary
static

salit - salient
saltation

pestis - pesticide
pestilence

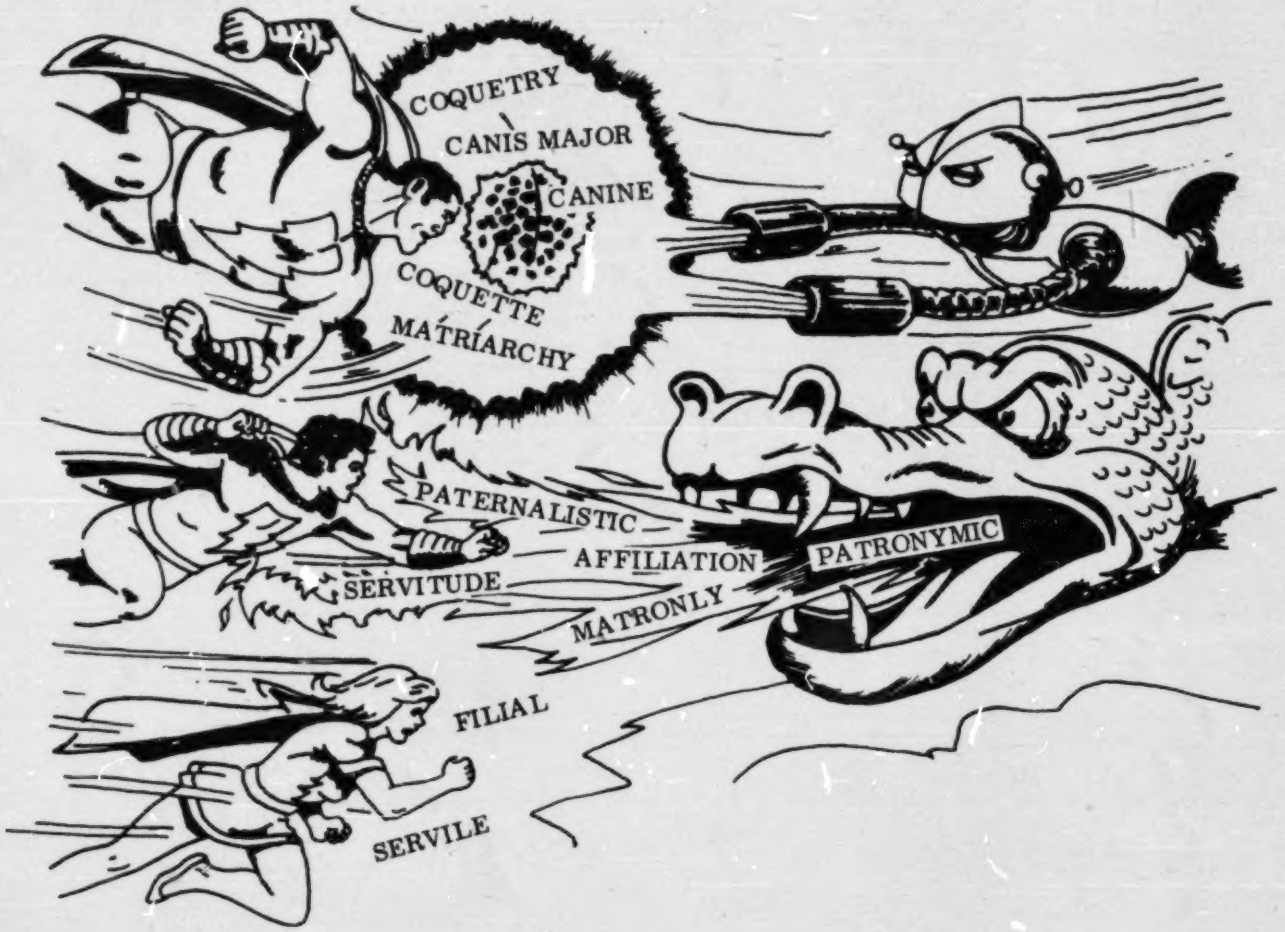
clamat - clamor
clamorous

SUGGESTED WORD GAMES

The following word games may be used in giving pupils practice in reading and writing derivatives and cognates that have been introduced orally. The teacher may wish to make copies of these word games for the pupils with a copying machine.

WORD GAME 1

The Marvel Family (Captain Marvel, Mary Marvel, and Captain Marvel Jr.) are being attacked by enemy forces shooting derivatives. Help the Marvel Family by placing each derivative in the proper sentence below. Cross each derivative out of the picture after you place it in a sentence. Latin roots are given in parentheses to help you. Good luck and Shazam!



1. A system of laws and customs where females are in charge is sometimes called a _____. (MATER)

2. The love of a son or daughter for parents may be called _____ love. (FILIUS)

3. A dignified and mature woman may be described as _____. (MATER)

4. The name of a constellation shaped like a dog is _____. (CANIS)

5. The condition or state in which a person lacks liberty and freedom may be called _____. (SERVUS)

6. The dog patrol of a police department is also called the _____ corps. (CANIS)

7. A woman who flirts a lot is called a _____. (COQUUS)

8. The art of flirting is called _____. (COQUUS)

9. When a government seeks to control every aspect of people's lives it may be said to be _____. (PATER)

10. If your name is derived from that of your father it may be called a _____. (PATER)

11. A person who acts like a servant or slave may be described as _____. (SERVUS)

12. A person's relationship or connection with a club or organization may be referred to as his _____. (FILIUS)

WORD GAME 2

Bugs Bunny wants to eat a whole bunch of carrots but, before he does, the derivatives have to be removed and inserted in their proper sentences. Try to help Bugs. Notice the Latin roots in the ground.

HORTICULTURE
DORMANT
CULINARY
BIBULOUS
VIADUCT
SEDENTARY
INSCRIPTION
VIA
SCRIBE
SEDATIVE
DORMITORY

bibit
sedet scribit
horto dormit culina

1. Many plants lie _____ in the winter.
2. A heavy drinker may be described as a _____ person.
3. The sign on the trolley car said, "City Hall _____ Subway."
4. A building where college students have their rooms is called a _____.
5. The _____ Society discusses gardening at its meetings.
6. A bridge carrying railroad tracks over a street may be called a _____.
7. E pluribus unum is an _____ on American coins.
8. A person who made copies of books by hand in ancient times is called a _____.
9. A medicine designed to help someone rest or calm down is called a _____.
10. A person who sits behind a desk all day has a _____ job.
11. The chef was a master of the _____ art.

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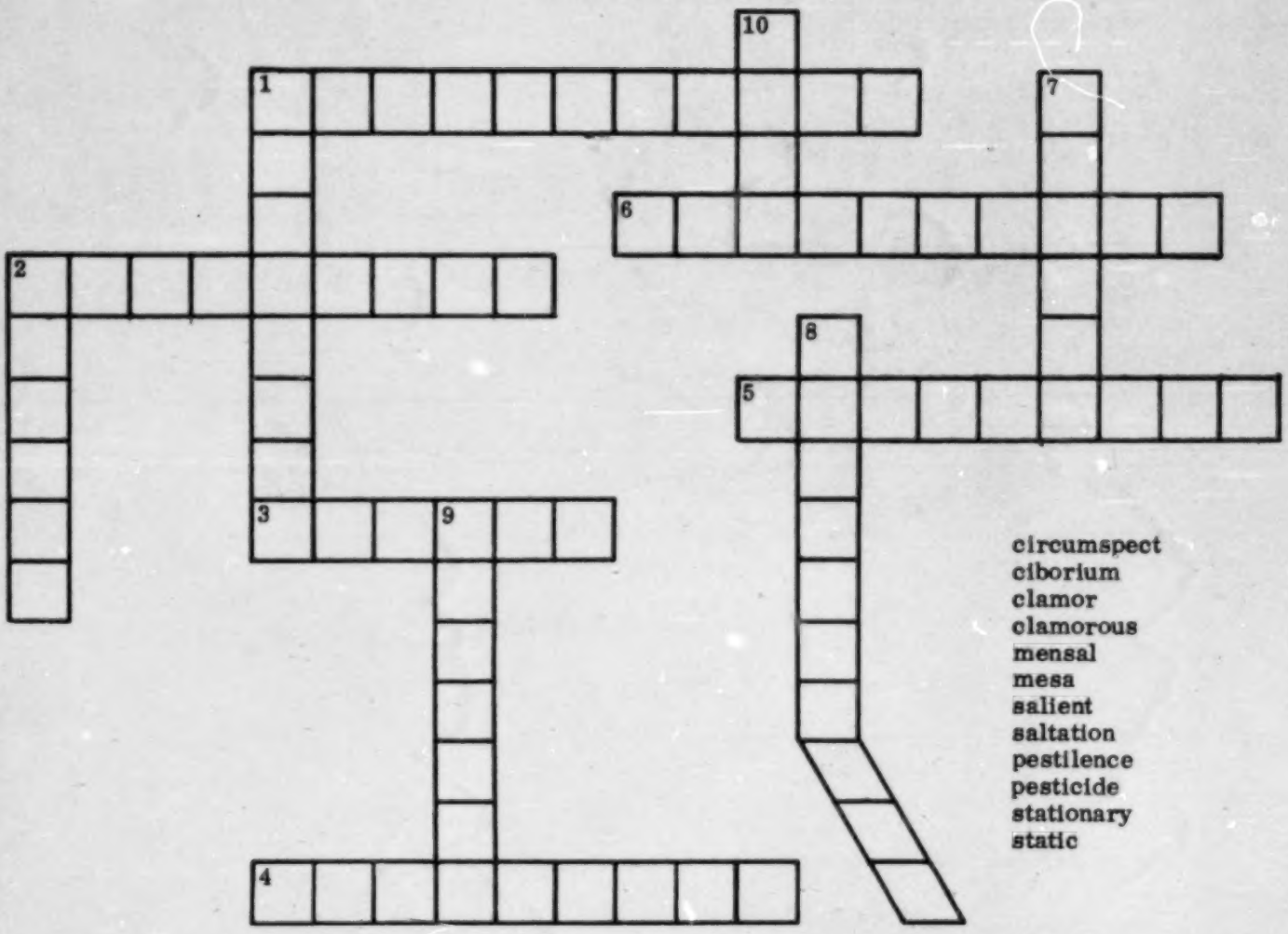
WORD GAME 3

CRUCIGRAMMA



circumspect
ciborium
clamor
clamorous
mensal
mesa
salient
saltation
pestilence
pesticide
stationary
static

Transversum

1. watchful, cautious
2. shouting
3. table-like
4. the act of jumping
5. chemical for destroying insects
6. standing still

Deorsum

1. container used in communion service
2. a loud outcry
7. electricity produced by rubbing
8. a rapidly-spreading disease
9. jumping out, prominent
10. land form with flat top and steep walls

DISCUSSION OF STAGE 2, UNIT I

I. LATIN QUESTIONS

A. Questions on Model Sentences

1. Quis in atrio est?
2. Quem amicus salutat?
3. Quis Metellam salutat?
4. Quis culinam intrat?
5. Quid agit Grumio?
6. Qualis est Grumio?

B. Questions on Mercator Story, Page 8, Stage 2

1. Quem visitat amicus?
2. Ubi est Clemens?
3. Quis est Caecilius?
4. Quid respondet mercator?
5. Ubi amicus recumbit?
6. Qualis est coquus?
7. Quem vituperat Caecilius?

C. Questions on Coquus in Triclinio Cenat Story, Page 9, Stage 2

1. Quid Grumio portat?
2. Quid Caecilius gustat?
3. Quis laudat cenam?
4. Quomodo ancilla cantat?
5. Cur non videt Grumionem Caecilius?
6. Delectatne ancilla Grumionem?

II. SOME SUGGESTED ACTIVITIES

A. Divide the class into two or more sections. Read each model sentence and have the two sections echo in close succession.

B. Invite pupils to make suitable props to display during the oral and reading presentations of the model sentences. These would include cardboard representations of a fish, a bowl, a spoon, a dog, etc.

C. A Quis est? game may be played after pupils are familiar with Latin reading selections. A pupil makes statements about a character in the story. E.g., Triclinium intrat. Pavonem portat. Then he or she asks the class Quis est? The answer here - based on the story on page 9 - is Grumio.

D. The film ROMAN LIFE IN ANCIENT POMPEII from the Audio-Visual Library may be shown and discussed in light of this stage.

III. SUGGESTED DERIVATIVES AND COGNATES

A. From Words and Phrases on Page 8, Stage 2

amicus - amicable
inimical

visitat - visitation

mercator - mercantile
mercenary

salutat - salutatorian
salutation

respondet - responsory
respondent

cantat - cantor
incantation

audit - auditory
audiometer

vituperat - vituperation
vituperate

B. From Words and Phrases on Page 9, Stage 2

portat - teleportation
portly

gustat - gustatory
gusto

laudat - laud
laudatory

dominus - dominate
condominium

ancilla - ancillary
ancilla

suaviter - suave
suavity

delectat - delectation
delectable

videt - video
visual

WORD GAME 4

The monster Gorgolla is spouting out poisonous derivatives! Help save the city by getting the derivatives into their proper sentences. Latin roots are given in parentheses to help you.

1. The device the doctor uses to test your power of hearing is called an _____. (AUDIT)

2. A kind of chant or formula recited by witches is called an _____. (CANTAT)

3. An ear infection may also be called an _____ infection. (AUDIT)

4. The person who leads the singing in a synagogue service is called the _____. (CANTAT)

5. A friendly relationship may be described as _____. (AMICUS)

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6. To find fault with a person in an abusive way is to _____ that person. (VITUPERAT)

7. Smoking cigarettes is _____ to one's health. (AMICUS)

8. Most hospitals have limited _____ hours for friends and relatives of patients. (VISITAT)

9. A tax paid by businesses and stores in Philadelphia is called the _____ tax. (MERCATOR)

10. The student who delivers the welcoming speech at a commencement or graduation is called the _____. (SALUTAT)

11. A professional soldier hired by a foreign army is called a _____. (MERCATOR)

12. A letter begins usually with a greeting or _____. (SALUTAT)

13. An anthem sung in church or synagogue in which a choir responds to a soloist is called a _____. (RESPONDET)

14. Courteous people do not usually engage in _____. (VITUPERAT)

15. Another name for a defendant in a trial is _____. (RESPONDET)

WORD GAME 5

Superman and Batman match wits in a derivative contest! Play on each hero's team by underlining the correct derivative in each sentence. Then add up the number of correct answers for each hero. The one with more correct answers wins!

Superman's Sentences

1. A fat person may be described as (portly - import).
2. To praise a person is the same as to (land - laud) her or him.
3. At McDonald's restaurants there are many (gustatory - teleportation) delights.
4. A building in which apartments are sold rather than rented is called a (condominium - dormitory).

5. A little handbook that explains some subject or topic may be called a(n) (ancilla - condominium).

6. Michael Jackson, because of his polite and agreeable qualities, is sometimes described as very (suave - portly).

7. Kids who eat Gino Giants often experience a sense of (ancilla - delectation).

8. The picture part of a TV show is called the (video - audio) portion.

Batman's Sentences

1. In Star Trek a (teleportation - delectation) machine is used to transport people from one place to another, atom by atom.

2. To tell a story with hearty enjoyment and enthusiasm is to tell it with (gusto - teleportation).

3. When students do well in their studies teachers often make (laudatory - portly) remarks.

4. To rule over or control is to (dominate - laud).

5. In an argument, less important considerations are sometimes referred to as (ancillary - visual).

6. People who are agreeable and polite may be said to exhibit (suavity - vituperation).

7. Soul food is (delectable - respondent).

8. Eye doctors examine your (visual - laudatory) powers.

DISCUSSION OF STAGE 3, UNIT I

I. LATIN QUESTIONS

A. Questions on In Foro Story, Page 3, Stage 3

1. Ubi Caecilius laborat?
2. Quid agit argentarius?
3. Quid numerat argentarius?
4. Quis est pictor?
5. Qualis est Syphax?
6. Quid agit Syphax?

B. Questions on Pictor Story, Page 4, Stage 3

1. Ad quem locum venit pictor?
2. Pulsatne Celer januam?
3. Cur servus pictorem non audit?
4. Qui sunt in pictura?
5. Quomodo leo Herculem petit?
6. Qualis est Hercules?

C. Questions on Tonsor Story, Page 6, Stage 3

1. Quis est tonsor?
2. Cur tonsor est occupatus?
3. Qualis est versus?
4. Quid clamat tonsor?
5. Quid non tondet tonsor?
6. Quid tondet tonsor?
7. Quid accidit?

D. Questions on Venalicius Story, Page 8, Stage 3

1. Ad quem locum Caecilius ambulat?
2. Ubi stat Syphax?
3. Quid portat ancilla ad Caecilium?
4. Describe Melissam.
5. Quem delectat Melissa?
6. Quem non delectat Melissa?

II. SOME SUGGESTED ACTIVITIES

A. Inasmuch as this stage lacks model sentences per se, sentences in the story In Foro (page 3) may be used in their place for intensive oral practice.

B. The introduction of the venalicius in this stage is an excellent opportunity to discuss slavery in antiquity. For suggestions on the treatment of this topic v. the School District's Curriculum Resource on AFRICA IN CLASSICAL ANTIQUITY, Unit III, Chapter 4, page 159 et seq. As suggested there, invite contrast between American slavery and slavery in Greco-Roman antiquity. Make sure pupils understand the nonracial nature of slavery in Greco-Roman antiquity. Black citizens of the Roman Empire, for example, owned white slaves. Most slaves in fact were white.

C. The cultural essay in this stage deals with the cosmopolitan nature of the population of Pompeii. The matter of liberal racial attitudes in classical antiquity may profitably be discussed in this connection. V. the treatment of this topic found in the School District's Curriculum Resource, AFRICA IN CLASSICAL ANTIQUITY, Unit III, pages 143-162.

III. SUGGESTED DERIVATIVES AND COGNATES

A. From Words and Phrases, Page 3, Stage 3

pictor - pictorial
pictography

ambulat - somnambulist
perambulator

tonsor - tonsorial
tonsure

venalicius - venal
vendor

B. From Words and Phrases, Page 5, Stage 3

aperit - aperture
aperient

vocat - vocalist
vocation

ducit - il Duce
induct

magnus - magnum
Magna Charta

clavam - claviform
clavate

leo - leonine
Leo

ferociter - ferocious
ferocity

habet - habeas corpus

verberat - reverberate

fortis - fortitude
forte

C. From Words and Phrases, Page 7, Stage 3

tenet - tenacious
tenant

secat - dissect
sectile

barbam - barbarous
barbarian

ridet - deride
ridicule

scurrilus - scurrilous

multus - multilingual
multimillionaire

sanguis - sanguine
sang froid

fluit - effluence
flux

D. From Words and Phrases, Page 9, Stage 3

prope - propinquity

pulchra - pulchritude

linguam - bilingual
linguist

docta - doctrine
indoctrinate

satis - sate
satiety

WORD GAME 6

Black Panther is being attacked on all sides by deadly derivative serpents and spears while he is fighting the evil Venon. Help him out of a tight spot by getting the derivatives out of his way and into sentences. Latin roots are provided with each sentence to help you. Bona fortuna!

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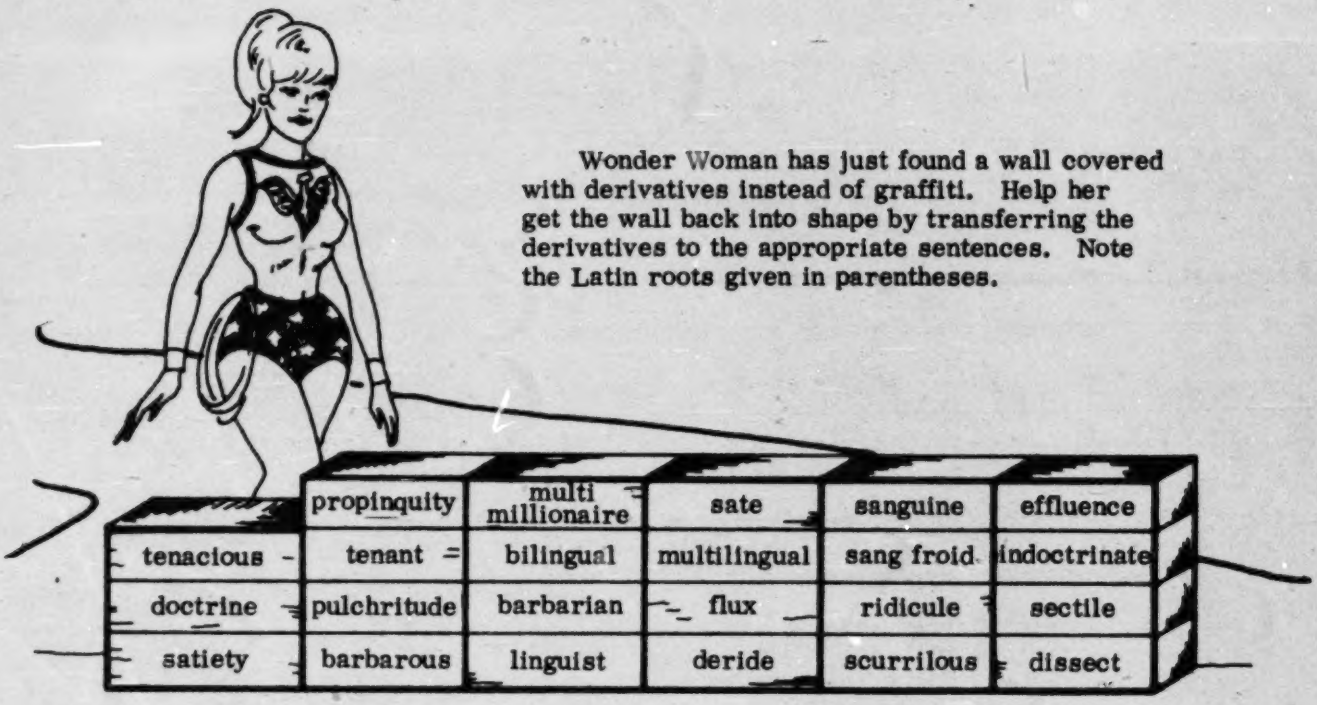
1. Television presents a _____ version of the news. (PICTOR)
2. Another name for baby carriage is _____. (AMBULAT)
3. Communicating with drawings instead of words is called _____. (PICTOR)
4. Mussolini was called _____, a phrase which means "the leader." (DUCIT)
5. A person who walks in his sleep is called a _____. (AMBULAT)
6. A fancy barber shop or hair stylist's establishment may be called a _____ parlor. (TONSOR)
7. The act of cutting hair may also be called _____. (TONSOR)
8. A person who sells 45rpm records may be called a record _____. (VENALICIUS)
9. To bring someone into a club or organization is to _____ him into it. (DUCIT)
10. The document signed by King John in 1215 guaranteeing certain rights and liberties was the _____. (MAGNUS)
11. A person who will do anything for money is described as _____. (VENALICIUS)
12. A hole or opening is sometimes called an _____. (APERIT)
13. A medical term meaning laxative is _____. (APERIT)
14. The singer Diana Ross is often called a female _____. (VOCAT)
15. Your trade or occupation or calling in life may be called your _____. (VOCAT)
16. A large bottle of wine is sometimes referred to as a _____. (MAGNUS)
17. Fierce alley cats who prowl like lions may be described as _____. (LEO)
18. A fierce wild animal may be called _____. (FEROCITER)
19. The name of the zodiac sign that means "lion" is _____. (LEO)
20. An object shaped like a club may be called _____. (CLAVAM)
21. Another word meaning "club shaped" is _____. (CLAVAM)
22. A legal document requiring that a person be brought before a judge or court rather than kept in jail is called a writ of _____. (HABET)
23. To reecho or resound is to _____. (VERBERAT)
24. Another word for bravery is _____. (FORTITER)
25. Mick Jagger's strong point or _____ is his ability to relate to an audience when he performs. (FORTITER)
26. Muhammed Ali fights with great _____. (FEROCITER)

WORD GAME 7



Wonder Woman has just found a wall covered with derivatives instead of graffiti. Help her get the wall back into shape by transferring the derivatives to the appropriate sentences. Note the Latin roots given in parentheses.

	propinquity	multi millionaire	sate	sanguine	effluence
tenacious	tenant	bilingual	multilingual	sang froid	indoctrinate
doctrine	pulchritude	barbarian	flux	ridicule	sectile
satiety	barbarous	linguist	deride	scurrilous	dissect

1. A person who rents an apartment from a landlord is called a _____. (TENET)

2. The _____ of Atlantic City to Philadelphia makes it very easy to reach. (PROPE)

3. A person who eats three "Big Macs" and drinks a milkshake probably reaches _____. (SATIS)

4. A person who acts like a savage is described as _____ in character. (BARBAM)

5. The people of Bridesburg think their section of the city is very beautiful and sometimes refer to its _____. (PULCHRA)

6. Religious _____ is taught in synagogues, mosques, and churches. (DOCTA)

7. Mother Jefferson on the Jeffersons rarely forgets anything. Therefore it can be said that her memory is very _____. (TENET)

8. A person who understands Latin and Swahili is _____. (LINGUA)

9. Nelson Rockefeller has many millions of dollars in his personal fortune. He is a _____. (MULTUS)

10. A person who studies languages and their characteristics is called a _____. (LINGUA)

11. A person who understands Latin, Swahili, and Hausa could be described as _____. (MULTUS, LINGUA)

12. To mock or laugh at a person is to _____ him. (RIDET)

13. Another word meaning to mock or laugh at is _____. (RIDET)

14. That which flows out of a river into the ocean is called _____. (FLUIT)

15. When conditions are changing, they are said to be in a state of _____. (FLUIT)

16. If you give your cat so much food that you fully satisfy her, you may be said to _____ her. (SATIS)

17. To cut a dead frog up to examine his insides is to _____ him. (SECAT)

18. An orange- since it is capable of being cut smoothly - may be described as _____. (SECAT)

19. To instruct someone in a one-sided way is to _____ him. (DOCTA)

20. A very abusive speaker may be described as _____. (SCURRILUS)

21. A naturally cheerful and hopeful person is sometimes called _____. (SANGUIS)

22. A person with calmness or coolness of mind is said to have _____. (SANGUIS)

23. Attila the Hun was a famous _____. (BARBAM)

DISCUSSION OF STAGE 4, UNIT I

I. LATIN QUESTIONS

A. Questions on Model Sentences

1. Quis est Grumio?
2. Quid agit coquus?
3. Quis est Caecilius?
4. Quid habet argentarius?
5. Quis est Pantagathus?
6. Quid tondet tonsor?
7. Grumio, quid tu coquis?
8. Quinte, quid tu habes?
9. Tonsor, quid tu tondes?
10. Venalici, quid tu vendis?
11. Tonsor, quis es tu?

B. Questions on Hermogenes Story, Page 8, Stage 4

1. Ubi est Caecilius?
2. Quid habet Caecilius in foro?
3. Quid inquit Hermogenes?
4. Habetne Hermogenes navem?
5. Quid imprimit in cera Hermogenes?
6. Revenitne Hermogenes?
7. Redditne pecuniam?

C. Questions on In Basilica Story, Page 9, Stage 4

1. Cur Caecilius ad basilicam venit?
2. Secundum Hermogenem, qualis est Caecilius?
3. Quid inquit amicus?
4. Habetne Hermogenes anulum?
5. Quid rem probat?
6. Quid agit magistratus?

II. SOME SUGGESTED ACTIVITIES

A. This stage particularly lends itself to role playing and dramatization. In view of this fact, the teacher may explore the possibility of staging Hermogenes

and In Basilica in costumes possibly in the assembly. Or audiotaped versions of these dramatizations may be prepared by the class and perhaps shared with other classes. In schools where closed circuit television or videotaping equipment is available pupils may enjoy preparing a schoolwide telecast.

B. Inasmuch as this stage is set in the forum of Pompeii, discussion of and research on fora in general is appropriate. The views of the Roman Forum found in the Britannica Corporation's HISTORICAL RECONSTRUCTIONS OF ROME may be used as a point of departure here. Comparing the fora of antiquity with center city and neighborhood centers (e.g., Woodland Avenue in Southwest Philadelphia, Germantown and Chelten, Castor and Cottman, Columbia Avenue in North Philadelphia, etc.) is very desirable.

C. The term basilica may be researched and discussed in light of its appearance in this stage. Pupils may be made aware of the etymology of the term (i.e., from the Greek βασιλεύς "king"). They may be made aware of the fact that a basilica was usually a large oblong building near the forum used as a hall of justice and public meeting place. You may wish to discuss the study print on the Basilica of Maxentius from the HISTORICAL RECONSTRUCTIONS OF ROME with the class or to have a group of pupils report on it to the class. The application of the term basilica to churches may also be mentioned. Notable examples of such basilicas may be researched by the pupils. Slides and pictures may be used in the discussion of such basilicas. The four patriarchal basilicas in Rome (viz., Saint Peter's, San Paolo fuori Le Mura, San Giovannni in Laterano, and Santa Maria Maggiore) - because of their resemblance to ancient basilicas, because of their artistic and architectural significance, and because of availability of information on them in standard reference works - are particularly suitable for research and discussion.

III. SUGGESTED DERIVATIVES AND COGNATES

A. From Words and Phrases, Page 8, Stage 4

semper - sempiternal
sempre
semper fidelis
semper paratus

ceram - cerate
sincere

imprimo - imprint
imprimatur

capit - captivity
captivate

currit - recur
currency

B. From Words and Phrases, Page 10, Stage 4

urbe - exurbia
urbanology

cotidie - quotidian

debet - debtor
debenture

mendax - mendacious
mendacity

negotium - negotiable
negotiate

testis - testify

meus - mea culpa

rem - reify
ad rem

WORD GAME 8

Come on Daffy Duck! Let's get those derivatives into sentences!
sempiternal, sempre semper fidelis, cerate, semper paratus, sincere, imprint, recur, imprimatur, captivity, captivate, currency
OK, Elmer Fudd, but only because the Latin roots are given in parentheses to help!

See if you can help Elmer and Daffy to get these derivatives into sentences.

1. Everlasting problems may be described as _____. (SEMPER)
2. The Marine Corps motto meaning in English "Always faithful" is _____. (SEMPER)
3. Money which is in circulation for buying and selling things is called _____. (CURRIT)
4. Elton John seems to _____ his audiences with his fine singing. (CAPIT)
5. The Italian term used on sheet music to mean "throughout the piece, always" is _____. (SEMPER)
6. _____ is a waxy substance sometimes used by pharmacists. (CERA)
7. A mark made on something by pressing is called an _____. (IMPRIMO)
8. Any kind of official approval may be called an _____. (IMPRIMO)
9. Animals in the Philadelphia Zoo are said to be living in _____. (CAPIT)
10. If a cold comes back after you think you're all better, the cold is said to _____. (CURRIT)
11. The motto of the Coast Guard meaning in English "Always prepared" is _____. (SEMPER)
12. A person who is honest and upright may be described as _____. (CERA)

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WORD GAME 9

Trix Rabbit has decided to take a bicycle ride all over Philadelphia. In each neighborhood he picked up a derivative. The derivatives picked up in each neighborhood are listed below. For practice read each derivative carefully and note its Latin root. Then indicate whether each statement using the derivative is true or false. Then make up sentences of your own using at least 6 of the derivatives including the one from your own neighborhood. If you get everything right your teacher will give you a special Trix Rabbit Bicycling Award!

NEIGHBORHOOD	DERIVATIVE PICKED UP	LATIN ROOT
West Philadelphia	exurbia	urbe
Southwest Philadelphia	urbanology	urbe
Eastwick	quotidian	cotidie
Overbrook	debtor	debet
North Philadelphia	debenture	debet
South Philadelphia	mendacious	mendax

The Northeast	mendacity	mendax
Logan-Olney	negotiable	negotium
Frankford	negotiate	negotium
Bridesburg	mea culpa	meus
Kensington	testify	testis
Germantown	reify	rem
Mt. Airy-Chestnut Hill	ad rem	rem

TRUE OR FALSE

___ 1. The area just beyond the suburbs of a big city is called exurbia.

___ 2. The study of big cities is called urbanology.

___ 3. A person who owes money is a debtor.

___ 4. A piece of paper indicating that money is owed is called a debenture.

___ 5. A liar may be described as mendacious.

___ 6. Daily occurrences may be called quotidian.

___ 7. In the Watergate scandal Richard Nixon was at least guilty of mendacity.

___ 8. When a person says mea culpa he is saying that something is not his fault.

___ 9. To meet with someone and discuss a problem is to negotiate.

___10. A non-negotiable demand is one about which there can be no discussion.

___11. To testify is to give evidence or bear witness in court.

___12. To take an idea and change it into something you can touch is to reify it.

___13. Comments that are about the topic being discussed are said to be ad rem.

APPENDIX I - BIBLIOGRAPHY FOR TEACHER REFERENCE

Praenotandum: This brief annotated bibliography is intended to supplement the fuller Bibliography for Teacher Reference given as Appendix II of the School District's TEACHER'S GUIDE TO ACCOMPANY ARTES LATINAE.

I. BOOKS ON POMPEII

· Maiuri, Amedeo, tr. V. Priestley, GUIDE TO POMPEII, Istituto Poligrafico dello Stato, Rome, 1964. - This photo illustrated guidebook is part of the series of excellent guidebooks put out under the auspices of the Italian Ministry of Public Instruction. Detailed and scholarly, it is available through Blackwell's, Oxford, England, or through the Libreria Dello Stato, Piazza G. Verdi, 10, Roma, Italia.

· Maiuri, Amedeo, POMPEII, Istituto Geografico de Agostini, Novara, 1960. - More than half of this popular treatment of Pompeii consists of clear black and white photographs of the site. The book is suitable for pupil use. Available through Blackwell's, Oxford, England.

II. OTHER MATERIALS ON POMPEII

· HISTORICAL RECONSTRUCTIONS OF POMPEII Study Prints, Encyclopaedia Britannica Educational Corporation - This set of full color study prints depicts various sites in Pompeii and reconstructed versions of the same. It is listed on the School District's Textbook List s.v. "The Encyclopaedia Britannica Latin Instructional System." Every teacher of the Cambridge course should have these study prints and use them regularly. Pupils find them very attractive. Additional suggestions for using the study prints are found on pages 83-84 of the School District's TEACHER'S GUIDE TO ACCOMPANY ARTES LATINAE.

· THE ROMAN EMPIRE: EVERYDAY LIFE filmstrip, Coronet Filmstrips Co. - This filmstrip is set mainly in Pompeii. It comes captioned or with cassette or record. Write for catalog c/o Coronet Filmstrips Co., 65 South Wales Street, Chicago, Illinois 60601. Some copies of the filmstrip are available from the School District's Division of Foreign Languages.

· Slides on Pompeii are available from the following sources:

1. American Classical League Service Bureau, Miami University, Oxford, Ohio 45056. A set of 25 color slides sells for $10.
2. Archaeological Institute of America, 260 West Broadway, NYC 10013. - A vast slide archive on classical antiquity is maintained here. Write for catalog.
3. Laura Voelkel Sumner, Box 1275, College Station, Fredericksburg, Virgina 22401. Rental sets are available on Pompeii and Herculaneum and on the Roman house. Slides are also for sale.

· Several sound films on Pompeii are available from the School District's Audio-Visual Library. Materials from the Audio-Visual Library may be ordered through the school secretary of your "home" or payroll school or in some cases through the school librarian. Emergency orders may be placed by calling the Audio-Visual Library (BA 3 9616 or BA 3 9744) and then picking the materials up personally. The Audio-Visual

Library is located at 2600 North Broad Street on the side of a school bus garage. Limited parking is available at the 15th Street driveway entrance south of Lehigh Avenue. Films specifically on Pompeii are:

URBS MEA #101843 - narrated in Latin with Latin captions but still useful for beginning classes.

POMPEII AND VESUVIUS #102060 - English version of the above.

ROMAN LIFE IN ANCIENT POMPEII #154033 - treats aspects of daily life.

POMPEII ONCE THERE WAS A CITY #155061 - compares ancient Pompeii with modern New York City.

APPENDIX II - SUMMARY OF RECENT RESEARCH ON THE VALUE OF LATIN IN UPGRADING THE BASIC SKILLS OF PUPILS

There have been a number of research studies in recent years that demonstrate the unique value of Latin in extending the English vocabulary of pupils, in improving their reading scores in English, and in enhancing their basic skills in other respects. These studies deserve the serious attention of all members of the school family involved in program planning and subject selection. Brief summaries of some of the studies are presented here for convenient reference. It will be noted that most studies deal with children in large urban public school systems.

1. Summary of the Evaluation of the Elementary School (FLES) Latin Program in The School District of Philadelphia, 1970-71

In 1970-71 over 4,000 4th, 5th, and 6th grade pupils in 85 elementary schools in The School District of Philadelphia received 15 to 20 minutes of daily instruction in Latin from itinerant Latin teachers who served several schools. The teachers used new multisensory instructional materials prepared by the Division of Foreign Languages of The School District of Philadelphia.

The primary objectives of the program were:

a. to introduce children to basic Latin structure and vocabulary;

b. to extend the English vocabulary of children through the study of Latin roots and affixes;

c. to acquaint children with classical culture and its influence on the present.

The evaluative study, conducted by the Division of Instructional Research, showed that the program had achieved its goals.

The achievement of pupils in the three goal areas was measured by criterion-referenced tests which contained items on Latin structure, classical culture, and English vocabulary. The 1971 v (Vocabulary) subtest of the Iowa Test of Basic Skills was used to compare pupils who had studied Latin with those who had not. Questionnaires were administered to pupils, parents, principals, and classroom teachers of the pupils where Latin teachers operated in order to assess their reactions to the program.

The three major findings of the evaluation were:

a. Performance of Latin pupils on the Iowa Vocabulary subtest was one full year higher than the performance of matched control pupils.

b. Latin pupils achieved mastery of the course content in Latin language skills, knowledge of classical culture, and English vocabulary.

c. The survey of pupils, parents, principals, and classroom teachers of the pupils where the Latin teachers served showed that the Latin program had wide acceptance and support.

2. Summary of the Evaluation of the Indianapolis FLES Latin Program, 1973-74

In the summer of 1973, the Indianapolis Public Schools received a Title III grant of $32,250.00 to develop a project which is predicated on the hypothesis that significant

English language skills and control of syntactic structures can be measurably improved through participation in a specially designed Latin FLES program which stresses the importance of Latin root words. The general goals of this project are to assess whether or not the study of Latin and classical civilization will:

a. expand the verbal functioning of sixth grade children in English

b. broaden their cultural horizons and stimulate interest in the humanities.

The project is directed toward approximately 400 sixth grade students in six schools. Two additional schools with approximately 100 sixth grade students were selected to function as control groups. All participating students are studying Latin and classical civilization in a program coordinated with their work in their regular classes. There is a thirty -minute lesson each day five days per week taught by a Latin specialist. The complete battery (Form H) of the intermediate Metropolitan Achievement Test was used as a pretest in October, 1973 and Form F was used as a post test in March, 1974.

At the end of the first year of this three-year project, the experimental group has shown within a five-month period between the pretest and the post test a gain on the following subtests of the intermediate battery of the Metropolitan Test as follows:

8 months on Word Knowledge, 1 year in Reading, 1 year and 1 month in Language, 4 months in Spelling, 7 months in Math Computation, 8 months in Math Concepts, 9 months in Math Problem Solving, 5 months in Science, and 7 months in Social Studies

Rita Sheridan, Supervisor of Foreign Languages in the Indianapolis Schools, is the project director.

The Indianapolis program uses instructional materials from the Philadelphia program.

3. Summary of the Evaluation of the FLES Latin Program in the Washington, D. C. Public Schools, 1970-71

A study by the Department of Foreign Languages of the Public Schools of the District of Columbia concludes that learning Latin helps students do better in English. Latin was found to boost pupils' reading scores.

The study conducted during the 1970-71 school year involved 1,132 pupils in 11 public elementary schools and tested three hypotheses:

a. There are no significant differences in the reading achievement scores of a sample of 6th grade students receiving Latin instruction and students taking no foreign language instruction.

b. There are no significant differences between the reading achievement scores of 6th grade students receiving French or Spanish instruction and students taking no foreign language instruction.

c. Reading achievement scores of students taking any kind of foreign language instruction do not differ significantly.

Using English reading achievement scores in vocabulary, comprehension, and total reading as the basis of analysis, the students with Latin (10 classes) were found to be five months ahead of students receiving no foreign language instruction. Com-

parison between the French-Spanish classes (10) and the non-foreign language classes (25) revealed a four month edge for the foreign language classes. The Latin group had only one year of instruction while the French-Spanish group had four years of instruction. Latin instruction begins in sixth grade while Spanish and French begin in third. It should be noted that most sixth grade classes taking FLES Latin were made up of pupils who were not reading at grade level. These classes were randomly selected.

4. Summary of the Human Engineering Laboratory Study

Bulletin No. 115 of the Human Engineering Laboratory, 347 Beacon Street, Boston, Massachusetts 02116 refers to the importance of foreign language study -and Latin in particular - in the expansion of English vocabulary skills. In a Washington study the foreign language backgrounds of 220 examinees were tabulated and compared to their English vocabulary levels. Those with no foreign language background had an average English vocabulary percentile of 28; those with Latin and another language averaged 58. In a related study Richard Bowker of the Boston Laboratory has conducted a preliminary examination of the effect of Latin study on vocabulary level. He administered a vocabulary test to two groups of juniors at a private Boston secondary school; one group had two years of Latin in addition to a modern language; the other group had taken two years of a modern language but no Latin. Bowker found that the Latin group scored higher than the non-Latin group on the vocabulary test. The difference was statistically significant.

5. Summary of Research Study on 5th and 6th Grade Latin Program in Easthampton, Massachusetts

A Latin program for 5th and 6th graders at the Park School in Easthampton, Massachusetts has been initiated by the Classics Department of the University of Massachusetts and the local public school district. The purpose of the program is to stimulate and strengthen reading skills in English of the pupils - many of whom read below grade level- and to provide cultural enrichment. 250 pupils in nine classes receive 20 minutes of instruction daily. Activities include conversation in Latin, word games on English derivatives, constructing models, and producing plays in Latin based on mythology.

For evaluation purposes a pre- and post-test of the Vocabulary Section of the Stanford Achievement Test were administered. The scores of the Latin pupils (experimental group) were compared with the scores of the previous sixth grade class which did not have Latin (control group). Latin pupils showed marked improvement in all six categories of scoring, e.g., 11% more scored above grade level, 24% more showed more than two years growth.

6. Summary of the Erie County, Pennsylvania Study on the Effect of Latin on College Entrance Board Scores, English Grades, and Vocabulary Growth

The setting for this study was North East High School in Erie County, Pennsylvania. Students in this school are drawn equally from urban and rural areas. 352 pupils for the study were selected at random. The experimental group (Latin pupils) were matched with the control group (pupils not studying Latin) in terms of I.Q. and grade level (i.e., grades 9 through 12). Then the performances of the matched pupils were compared in the following areas:

1. The School and College Ability Test-Verbal
2. The College Entrance Examination
3. Grades in the most recent two semesters of English
4. The Nationwide English Vocabulary Examination - 1961

The comparisons of these students showed that a background in Latin was a definite aid to higher scores in all areas listed. The study of Latin "contributed to better performance in tests in vocabulary, verbal ability, and in grades in English."

The research was conducted by Katherine M. Riley of North East High School, Erie County, Pennsylvania, as a project for an educational research course at Edinboro State College.

EVALUATION FORM

Dear Colleague:

In order to make sure that future editions of this TEACHERS' GUIDE TO ACCOMPANY THE CAMBRIDGE LATIN COURSE are of maximum usefulness to you, your suggestions for its improvement would be deeply appreciated. Please fill out this evaluation form after you have used the material long enough to form a judgment about it. Please send the evaluation form to the address given below. Thank you very much.

Sincerely,

RUDOLPH MASCIANTONIO
Curriculum Specialist for Classical Languages
The School District of Philadelphia
Administration Building
Philadelphia, Pennsylvania 19103

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1. Has this teachers' guide helped you in utilizing the CAMBRIDGE LATIN COURSE effectively? _____

2. In what ways could this publication be made more helpful?

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3. Do you have specific comments to make on specific parts of this Guide? If so please indicate on the reverse side.

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